

Project	Resources
<input type="checkbox"/> <i>Aligned to PA Standards</i>	<input type="checkbox"/> PA Standards for Science and Technology <input type="checkbox"/> PA Standards for Reading, Writing, Listening, and Speaking <input type="checkbox"/> PA Standards for Math <input type="checkbox"/> PA Standards for History
<input type="checkbox"/> <i>Aligned to 21<sup>st</sup> Century Standards</i>	<input type="checkbox"/> 21 <sup>st</sup> Century Skills <input type="checkbox"/> AASL Standards for 21 <sup>st</sup> Century Learner <input type="checkbox"/> ISTE – NETS*S
<input type="checkbox"/> <i>Level of inquiry</i>	<input type="checkbox"/> Confirmation or verification (results known in advance) <input type="checkbox"/> Structured inquiry (prescribed procedure) <input type="checkbox"/> Guided inquiry (student designed/selected procedures) <input type="checkbox"/> Open inquiry (questions are student-formulated through student-designed/selected procedures)
<input type="checkbox"/> <i>Effective use of quality research tools</i>	<input type="checkbox"/> databases--both general and subject-specific (including, but not limited to, the <i>Access PA POWER Library</i> , <i>GaleNet</i> , <i>elibrary</i> ) <input type="checkbox"/> websites (using a variety of search tools-- <i>Google</i> , <i>Clusty</i> , <i>netTREKKER</i> , etc.) <input type="checkbox"/> books/print resources <input type="checkbox"/> e-books ( <i>netLibrary</i> , <i>Gale Virtual Reference</i> , <i>Google Books</i> , etc) <input type="checkbox"/> streamed media ( <i>Discovery Streaming</i> , <i>Safari Montage</i> , etc.) <input type="checkbox"/> primary sources <input type="checkbox"/> blogs/wikis <input type="checkbox"/> podcasts/webcasts <input type="checkbox"/> other _____
<input type="checkbox"/> <i>Types of Communication –</i>	<p><b>Narrative</b></p> <input type="checkbox"/> Personal Expression <input type="checkbox"/> Myths/folk tales <input type="checkbox"/> Short story <input type="checkbox"/> Docu-Drama <p><b>Informative/Expository</b></p> <input type="checkbox"/> How-to directions <input type="checkbox"/> Biographies <input type="checkbox"/> Summary reports <input type="checkbox"/> Book reports <p><b>Persuasive</b></p> <input type="checkbox"/> Advertisements/Public Service <input type="checkbox"/> Describe and Conclude <input type="checkbox"/> Analyze and Conclude <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Documentary <p><b>Collaborative Environment</b></p> <input type="checkbox"/> Participatory—users contribute on-going content to author’s product
<input type="checkbox"/> <i>Potential for student engagement</i>	<p><b>Students...</b></p> <input type="checkbox"/> Engage in higher order thinking (New Bloom’s 2001) using technology <ul style="list-style-type: none"> <li>○ Remember</li> <li>○ Understand</li> <li>○ Apply</li> <li>○ <b>Analyze</b></li> <li>○ <b>Evaluate</b></li> <li>○ <b>Create</b></li> </ul> <input type="checkbox"/> Develop and demonstrate a depth of knowledge and understanding of central and significant concepts <input type="checkbox"/> Engage in substantive conversation and/or elaborated writing that extends student understanding of the subject <input type="checkbox"/> Connect subject matter to personal or public issues or concerns they have faced or are likely to face in the world beyond the classroom <input type="checkbox"/> Have opportunities to revise thinking in a meaningful way

	<input type="checkbox"/> Participate in instruction connected directly to students' interests <input type="checkbox"/> Ask questions and are encouraged to express opinions <input type="checkbox"/> Work with real data sets <input type="checkbox"/> Engage in online simulations and activities <input type="checkbox"/> Engage with people from a different culture** <input type="checkbox"/> Conduct online research using a wide variety of appropriate resources <input type="checkbox"/> Collaborate and communicate virtually <input type="checkbox"/> Engage in exercises that require development of arguments and defense of explanations <input type="checkbox"/> Engage in meaningful conversations, both student-to-student and teacher-to-student, that focus on core concepts of curriculum <input type="checkbox"/> Engage in meaningful discussions while utilizing technology as the method for communicating, collaborating, analyzing, evaluating, and creating
<input type="checkbox"/> <i>Creative use of a web 2.0 communication tool</i>	<input type="checkbox"/> Presentation Sharing tools (e.g., <i>slideshare</i> or <i>splashcast</i> ) <input type="checkbox"/> blogs <input type="checkbox"/> podcasts <input type="checkbox"/> wikis <input type="checkbox"/> streamed video <input type="checkbox"/> <i>Animoto</i> <input type="checkbox"/> Social networking sites (e.g., <i>TIGed</i> , <i>Ning</i> ) <input type="checkbox"/> Cartooning tool (e.g., <i>ToonDo</i> , or other) <input type="checkbox"/> Digital storytelling tool (e.g., <i>VoiceThread</i> , or other) <input type="checkbox"/> other _____
<i>Ask yourself: What is the potential for student learning?</i>	